



School Improvement Plan 2015-2016

Self-Assessment

Royal Oaks Elementary School, located in Concord, North Carolina, is in Cabarrus County Schools. Our aim is to produce globally competitive lifelong learners through rigorous and relevant curriculum taught by highly prepared visionary leaders who recognize the importance of engaging a diverse body of learners; provide 21st century resources through responsible and efficient use of funding; and ensure success for all students in safe, inviting, and healthy learning communities by building upon a foundation of stakeholder support and respectful relationships. Royal Oaks is serving 342 students during the 2015-2016 school year. Of those students served, 35.4% are White, 41.8% are Black, 15.8% are Hispanic, 0.0% are Asian, 0.0% American Indian, and 7.0% multi-racial. The free and reduced lunch rate is 98.75% as determined by the community eligibility provision. 7.6% of students at Royal Oaks are identified as LEP. 4% of students at Royal Oaks are identified as AIG.

Student Achievement

K-2 Running Records and EOGs

When reviewing EOG data from 2014-2015, multiple trends are evident including strengths and areas of improvement.

Strengths include: 3rd grade math EOG proficiency increased to 47.4%, which is +3.2; 3rd grade black students increased EOG reading proficiency by 2.2 percentile points; ROES decreased the achievement gap between black and white students by 18.9 percentile points in 3rd grade reading; 4th grade black students increased EOG reading proficiency by 9.7 percentile points and decreased the achievement gap between blacks and whites; 5th grade Hispanic students increased EOG reading proficiency by 14.4 percentile points; 3rd grade black students increased EOG math proficiency by 17.1 percentile points; 3rd grade Hispanic students increased EOG math proficiency by 34.5 percentile points and 5th grade Hispanic students increased EOG science proficiency by 4.4 percentile points.

Areas for improvement include: K-2 did not make expected gains according to the Fountas and Pinnell testing data; 2nd grade had a significant decrease in expected gain according; in K-2 ROES is 41.5% proficient and CCS is at 60.7% proficient; Regarding all testing data for K-5, ROES is at 22.4% proficient and CCS is at 63% proficient (significantly lower than every other CCS school); 3rd grade reading EOG proficiency dropped to 38% (-3.7), which is significantly below CCS at 62.7%; 3rd grade math EOG proficiency is at 47.4%, which is below the CCS average at 67%; 4th grade reading EOG proficiency dropped to 36.7% (-9.8), which is below the CCS average at 64.2%; 4th grade math EOG proficiency dropped to 25% (-23.8), which is below the CCS average at 61.4%; 5th grade reading EOG proficiency dropped to 32.7% (-10.4), which is below the CCS average at 57.9%; 5th grade math EOG proficiency dropped to 26.5% (-25.2), which is below the CCS average at 61.5%; 5th grade science EOG proficiency dropped to 22.4% (-29.3), which is below the CCS average at 63%; 4th grade Hispanic students dropped in EOG reading proficiency by 14.5 percentile points; White 4th grade students had significant decreases in EOG reading proficiency (26.3% proficient, which is lower than both 3rd and 5th grade averages); 5th grade black students decreased in EOG reading proficiency by 15.7 percentile points; White 3rd grade students decreased EOG math proficiency 16.7 percentile points; 4th grade black students decreased EOG math proficiency 17.6 percentile points; 4th grade Hispanic students decreased EOG math proficiency 25.5 percentile points; 4th grade white students decreased EOG math proficiency 31.8 percentile points; 4th grade white students are significantly below 3rd and 5th; 5th grade black students decreased EOG math proficiency 15.5 percentile points; 5th



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grade Hispanic students decreased EOG math proficiency 5.6 percentile points; 5th grade white students decreased EOG math proficiency 30.7 percentile points; 5th grade black students decreased EOG science proficiency by 25.2 percentile points; 5th grade white students decreased EOG science proficiency by 36.3 points.

School Culture and Climate

When reviewing discipline data, the following strengths were noted: out of school suspensions (OSS) decreased by 10; out of school suspensions for students with disabilities decreased by 21.1% and Hispanic students were not over-represented; the total number of office referrals decreased by 88 as compared to the previous year; with the exception of January, every month showed a decrease in referrals in the 14-15 school year compared to the prior year; there were significant decreases in office referrals for females; compared to the prior year, there was a decrease in office referrals for black students; bus referrals significantly decreased by 51%; and classroom referrals are on the downward trend, from 118-108.

The following areas of improvement have been identified: black students had higher rates of in school suspension than any other ethnic group; black students also had higher rates of out of school suspension than any other ethnic group; students with disabilities had higher rates of in-school suspension as compared to non-disabled students; students with disabilities received more bus suspensions than non-disabled students; the percent of referrals in the classroom is higher than any other area at 63.4%, with a secondary area being the bus at 15.9%; 12.8% of discipline referrals happened on the playground; there were significant increases in office referrals in January as compared to other months; black students are over-represented in office referrals; teachers were absent an average of 16 days per individual; and 54.7% of classroom teachers were absent more than 10 days when students were at school.

Student Attendance

The student average daily membership has remained at least 95% or higher since the school year 2011/2012. For the 2014/2015 school year, the student average daily membership was 95.5%, which was a slight increase from the two previous years. In 2014/2015, 45.2% of students missed 8 or more days of school. This is a slight increase over the three previous years.

Teacher Attendance

Teachers were absent an average of 16 days per individual and 54.7% of classroom teachers were absent more than 10 days when students were at school. This is an area of improvement.

Teacher Survey

According to teacher surveys, the following strengths were noted: Teachers have time to collaborate 83.3%; Efforts to minimize routine paperwork 80%; School is clean and well maintained 93.3%; Teachers provide parents with useful information 96.7%; Teachers are using common core 93.3% (+14.1); Faculty work in a school environment that is safe 93.3% (+16.4); and Teachers have access to instructional materials 83.3%.

Areas for improvement identified: Our school is a good place to work and learn 70% (-14.6%); Class size is reasonable 46.7% (-26.4); Classroom interruptions are kept to a minimum 53.3% (-27.5); Teachers have sufficient instructional time 63.3% (-27.5); Duties are reasonable 76.7% (-11.8); Parents and guardians are influential decision makers 40%; School maintains clear communication



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80% (-16.2); Teachers are assigned classes for success 46.7% (-49.3); This school does a good job of encouraging parent involvement 86.7% (-13.3); Teachers can make decisions about instruction 63.3%; Parents support teachers 53.3%; Community members support teachers 70%; The community is supportive of our school 53.3% (-12.1); There is adequate space to work 66.74% (-12.5); Students understand expectations for conduct 76.7% (-15.6); Students follow rules 36.7% (-24.8); Discipline policies are understood by staff 70% (-26.2); School administrators enforce rules 56.7% (-19.3); Adequate technology PD is offered 80% (-16.2); School receives follow-up from PD 76.7% (-23.3); PD enhances teacher's ability to meet diverse needs 76.7%; Student conduct is managed 66.7% (-29.5); New teachers are supported 73.3% (-26.7); Faculty and staff have a shared vision 56.7% (-39.5); There is an atmosphere of trust and respect 56.7% (-39.5); Teachers feel comfortable raising issues 56.7 (-31.8); School leadership supports teachers 70% (-22.3); There are effective processes for solving problems 76.7% (-19.5); Teachers have influence on decisions 70% (-26.2); and Members of the SIT are elected 63.3% (-27.2).

Student Survey

According to student surveys, the following strengths were noted: 92% of students like school; 94% of students say teachers help them; 98% of students say they are responsible for their behavior; 100% of students believe their teacher cares about them; 100% of students feel safe at the bus stop; 92% of students feel safe riding the bus; and 96% of students feel safe at school.

Areas of improvement identified include: Only 50 students took the survey; 63% say they can choose their own work products; 77% understand how they are graded; 67% like the choices served at lunch; 62% of students think bullying is a problem and 37% of students say they have been bullied.

Parent Survey

According to our parent survey, the following strengths were noted: 95% of parents say they know what the teacher expects; 81% feel school provides timely information; 86% feel help is available for their child; 90% say they get a response within 48 hours from the teacher; 90% believe student discipline is handled in a good way; 86% of parents know what to do if a crisis occurs; 81% say they are encouraged to take an active role in school and 60% of parents use Facebook daily.

Areas of improvement include: Only 21 parents completed the survey making it challenging to draw conclusions from the data.

Staff Quality/Professional Development and Curriculum, Instruction, and Assessment

100% of teachers at Royal Oaks are Highly Qualified, meeting federal Title I requirements. In 2014-2015 there was a 17.39% attrition rate which is an increase from 10.64% in 2013-2014. Royal Oaks will continue to focus on retaining highly effective teachers.

Summary

In order to address the indicated needs, Royal Oaks is engaged in school improvement planning using the Plan, Do, Check, Act cycle. In June, July, and August of 2015, school improvement teams met to review their progress toward their 2014-2015 goals and to begin planning for 2015-2016. In addition to this comprehensive data review, school improvement teams meet at least twice per year to evaluate their progress toward the goals, the implementation of their strategies, and the level of implementation of their action steps. These comprehensive analyses guide the school improvement process. In addition to meeting with their school improvement teams, meetings are held with a



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district level administrator at mid-year to reflect on results and determine next steps. These meetings also provide opportunities for coaching.

School Name
Royal Oaks Elementary School

SMART Goal:

By June 2017, the percentage of 3-5 students who meet or exceed expected growth in Math will increase each year as measured by EVAAS. 100% of 2nd and 3rd grade students will grow from the first test to the final test in DE math.

2 nd -5 th Growth Data (2-3 DE) (3-5 EOG)	2013-2014 (actual)	2014-2015	2015-2016	2016-2017
Second Grade	NA	100	100	100
Third Grade	NA	100	100	100
Fourth Grade	(1.6) Meets	≥ 1.6	≥ 1.6	≥ 1.6
Fifth Grade	(1.6) Meets	≥ 1.6	≥ 1.6	≥ 1.6

By June 2017, the percentage of 2nd-5 students demonstrating Math proficiency will increase each year as measured by the table below.

2 nd -5 th Proficiency Data (2-3 DE) (3-5 EOG)	2012-2013 (actual)	2013-2014 (actual)	2014-2015 (actual)	2015-2016	2016-2017
Second Grade	(34)	(28.8)	(46)	61	76
Third Grade	(30.2)	(44.2)	(47.4)	62.4	77.4
Fourth Grade	(44.6)	(48.8)	(25)	40	55
Fifth Grade	(38.5)	(51.7)	(26.5)	41.5	56.5



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Strategy
All K-5 will implement “ <i>Best Practices</i> ” in math by S. Zemelman, H. Daniels and A. Hyde with fidelity.

Data that supports the SMART Goal			
4 th -5 th Growth Data (EOG, EVAAS)		2012-2013	2013-2014
Fourth Grade		3.5 (Exceeds)	1.6 (Meets)
Fifth Grade		5.6 (Exceeds)	1.6 (Meets)
Math Proficiency data K-1 Dreambox; 2 nd -DE		2013-2014	2014-2015
Kindergarten		NA	63
First Grade		NA	45
Second Grade		28.8	40
EOG Proficiency Data: Math		2013-2014	2014-2015
Third Grade		44.2	47.4
Fourth Grade		48.8	25
Fifth Grade		51.7	26.5

Person Responsible
Rachael Trebes

Beginning of Year Report: Report Key Steps for the year. Due by September 11, 2015.		
Key Steps		
Step	Date Started	Date Completed
Provide on-going coaching and support for the continued implementation	8/25/15	



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of Math Best Practices through weekly PLC meetings, Grade Level Support Meetings (including Admin, Lead Teachers, and District Lead Math Facilitator), and monthly staff meetings		
Provide support and materials for Math benchmark assessments	8/31/15	
Conduct a CWT blitz for Math Best Practices to gain baseline data, and then will continue routine CWTs. Feedback notes will be written for teachers periodically following these CWTs	8/31/15	9/30/15
The Math Goal Team will meet monthly to discuss progress in Math Best Practice implementation (including reviewing relevant data and addressing goal plan action steps)	9/14/15	
Analyze the math benchmark data during Grade Level Support Meetings (including teacher celebrations, determining brags for individual student data celebrations, as well as creating a differentiated plan per grade level based on need)	10/1/15	
Collaborate with R. Brown on grade level planning days (for first, second, and third quarter) including UBD planning for math (1 full day for each grade level)	10/6/15	
Complete a Math Best Practices Self-Assessment (classroom teachers only) quarterly	10/13/15	
District Math Facilitator will alternate weeks of support between professional development and classroom visits observing and coaching. Administration will create an observation schedule for the District Math Facilitator for her visits. The focus for professional development will begin with number talks, fluency strategies, and problem solving strategies.	11/5/15	
Obtain feedback from each grade level at mid-year and end of the year using a plus/delta on implementation	12/14/15	

<i>Mid-Year Report. Due day of SIP Conversation.</i>		
Formative Measures	List Key Results from Formative Measures	Record Progressing / Not Progressing
Discovery Education Math Assessment (2nd-5th)		
Classroom Walkthrough Data		
Math Best Practices Self-Assessment		



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**Mid-Year
Conversation
Date**

**Mid-Year
Conversation
Held With**

<i>End-of-Year Report. Due June 17, 2016.</i>	
SMART Goal	

Summative Measure	Key Results from Summative Measure	Result- Indicate with a "X"	
		Exceeds	<div></div>
		Meets	<div></div>
		Progress Made	<div></div>
		Not Progressing / Not Met	<div></div>



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School Name
Royal Oaks Elementary School

SMART Goal:

By June 2017, the percentage of K-5 students who meet or exceed expected growth in Reading will increase each year as measured by EVAAS.

K-5 EVAAS Growth Data (K-2 TRC) (3-5 EOG)	2013-2014 (actual)	2014-2015	2015-2016	2016-2017
Kindergarten	*(-1.0) Meets	0.0	1.0	1.2
First Grade	*(-0.7) Meets	0.0	1.0	1.2
Second Grade	*(4.9) Exceeds	0.0	1.0	1.2
Third Grade	(-2.2) Meets	-1.0	0.0	1.0
Fourth Grade	(-0.7) Meets	0.0	1.0	1.2
Fifth Grade	(-2.0) Meets	-1.0	0.0	1.0

*After DPI statewide investigation of K-2 growth, it was determined a number of students were not included in the growth measure for the 2013-2014 school year. This information was sent in a DPI memo from Dr. Rebecca Garland, Dr. Thomas Tomberlin, and Ms. Carolyn Guthrie. Due to this information, the growth projections have been adjusted to indicate a year's worth of growth per upcoming school year.

By June 2017, the percentage of K-5 students demonstrating Reading proficiency will increase each year as measured by the table below.

K-5 Proficiency Data (K-2 Running Record) (3-5 EOG)	2012-2013 (actual)	2013-2014 (actual)	2014-2015 (actual)	2015-2016	2016-2017
Kindergarten	(70.7)	(66)	(59.2)	74.2	89.2
First Grade	(83.9)	(54.1)	(35.4)	50.4	35.4
Second Grade	(49)	(49.1)	(26.6)	41.6	56.6
Third Grade	(35.8)	(42.3)	(38.6)	56.3	68.6



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Fourth Grade	(38.5)	(46.5)	(36.7)	51.7	66.7
Fifth Grade	(15.4)	(43.1)	(32.7)	47.4	62.7

Strategy
All K-5 will implement Reading Workshop with fidelity.

<i>Data is public and shall not include teacher or student identifiers. Links may be used.</i>
Data that supports the SMART Goal

K-5 Growth Data (K-2 TRC) (3-5 EOG)	2012-2013	2013-2014
Kindergarten	NA	-1.0 (Meets)
First Grade	NA	-0.7 (Meets)
Second Grade	NA	4.9 (Exceeds)
Third Grade	NA	-2.2 (Meets)
Fourth Grade	-0.1 (Meets)	-0.7 (Meets)
Fifth Grade	0.1 (Meets)	-2.0 (Meets)

Reading 3D-TRC Proficiency Data	2013-2014	2014-2015
Kindergarten	66	59.2
First Grade	54.1	35.4
Second Grade	49.1	26.6

EOG Proficiency Data: Reading	2013-2014	2014-2015
Third Grade	42.3	38.6
Fourth Grade	46.5	36.7
Fifth Grade	43.1	32.7



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Person Responsible
Heather Campbell

Beginning of Year Report: Report Key Steps for the year. Due by September 11, 2015.		
<i>Aim for ten or less steps, however to add a step, click at the very end of a row and hit enter (return).</i>		
Key Steps		
Step	Date Started	Date Completed
Provide on-going coaching and support for the continued implementation of Reading Workshop through weekly PLC meetings, Grade Level Support Meetings (including Admin, Lead Teachers, District Literacy Facilitator), and monthly staff meetings	8/25/15	6/2/15
District Literacy Facilitator will alternate weeks of support between professional development and classroom visits observing and coaching. Administration will create an observation schedule for the District Literacy Facilitator for her visits. The focus for professional development will be guided reading in grades K-2 nd and structuring the reading block for optimal literacy instruction in grades 3 rd -5 th .	8/24/15	6/2/15
Provide support and materials for Reading benchmark assessments	8/31/15	6/8/15
Conduct a CWT blitz for Reading Workshop to gain baseline data, and then will continue routine CWTs. Feedback notes will be written for teachers periodically following these CWTs	8/31/15	9/30/15
The Reading Goal Team will meet monthly to discuss progress in Math Best Practice implementation (including reviewing relevant data and addressing goal plan action steps)	9/14/15	6/6/15
Analyze the reading benchmark data during Grade Level Support Meetings (including teacher celebrations, determining brags for individual student data celebrations, as well as creating a differentiated plan per grade level based on need)	10/1/15	5/26/15
Collaborate with R. Brown on grade level planning days (for first, second, and third quarter) including UBD planning for Reading Workshop (1 full day for each grade level)	10/6/15	4/28/15
Complete a Reading Workshop Self-Assessment (classroom teachers only) quarterly	10/13/15	6/8/15
Obtain feedback from each grade level at mid-year and end of the year using a plus/delta on implementation	12/14/15	6/8/15

<i>Mid-Year Report. Due day of SIP Conversation.</i>
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Formative Measures	List Key Results from Formative Measures	Record Progressing / Not Progressing
Discovery Education (2 nd -5 th)		
Reading 3D TRC		
Classroom Walkthrough Data		
Guided Reading Self-Assessment		

Mid-Year Conversation Date

Mid-Year Conversation Held With

<i>End-of-Year Report. Due June 17, 2016.</i>
SMART Goal

Summative Measure	Key Results from Summative Measure	Result- Indicate with a "X"	
		Exceeds	
		Meets	
		Progress Made	
		Not Progressing / Not Met	



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School Name
Royal Oaks Elementary

SMART Goal:					
By June 2017, the number and average of K-5 office referrals will decrease by the chart indicated below.					
Year	2012-2013 (actual)	2013-2014 (actual)	2014-2015 (actual)	2015-2016	2016-2017
Total Number of office referrals	(362)	(260)	(170)	137	98
Average number of office referrals per day	(1.8)	(1.6)	(0.9)	0.7	0.5

Strategy
All K-5 will implement PBIS with fidelity.

<i>Data is public and shall not include teacher or student identifiers. Links may be used.</i>				
Data that supports the SMART Goal				
ODRs per grade level	2011-2012	2012-2013	2013-2014	2014-2015
Kindergarten	49	98	65	29
First Grade	28	64	25	9
Second Grade	24	61	41	32
Third Grade	16	71	42	24
Fourth Grade	17	15	37	60



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Suspension Data	# of ODRs resulting in suspensions	# of suspension days	# of students contributing
2011-2012	46	65	23
2012-2013	94	120	44
2013-2014	54	91	29
2014-2015	44	75	27

Race	# of ODRs 2013-2014	# of ODRs 2014-2015
Black	55	50
White	25	15
Hispanic	3	0
Other	4	5

Problem Behavior				Frequency 2013-2014	Frequency 2014-2015
Abusive Language/inappropriate language/profanity				13	10
Defiance/Insubordination/Non-compliance				29	12
Disruption				42	26
Physical Aggression				59	35
Other (bus)				90	43
Fifth Grade	40	53	50	16	
Total	169	362	260	170	

Person Responsible
Brittney Glass

Beginning of Year Report: Report Key Steps for the year. Due by September 11, 2015.
<i>Aim for ten or less steps, however to add a step, click at the very end of a row and hit enter (return).</i>
Key Steps



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Step	Date Started	Date Completed
Provide support and materials for PBIS implementation (professional development, lesson plans, class store, SOAR tickets, classroom behavior charts, behavior cards, Pep rally, and bus plan).	8/19/15	6/8/15
Provide on-going coaching and support for the continued implementation of PBIS through weekly PLC meetings, Grade Level Support Meetings (including Admin, Lead Teachers, MTSS, module trainings), and monthly staff meetings.	9/8/15	6/2/15
Celebrate our positive steps towards implementation by student/teacher brags on the morning announcements, star student celebrations, rocket of the month, and weekly star bus riders.	9/8/15	6/8/15
The PBIS Goal Team will meet monthly to discuss progress in PBIS implementation (including reviewing relevant data and addressing goal plan action steps).	9/14/15	6/6/15
Discuss and implement the level of support needed for bus club based on BOY bus discipline data.	10/12/15	6/8/15
Complete a PBIS Self-Assessment quarterly (classroom teachers and special area teachers only), Complete the SET and IIO annually (PBIS Team only)	10/13/15	6/8/15
Obtain feedback from each grade level at mid-year and end of the year using a plus/delta on implementation.	12/14/15	6/8/15

<i>Mid-Year Report. Due day of SIP Conversation.</i>		
Formative Measures	List Key Results from Formative Measures	Record Progressing / Not Progressing
Number of Office Referrals, Bus Referrals		
PBIS Self-Assessment		

**Mid-Year
Conversation
Date**

**Mid-Year
Conversation
Held With**

<i>End-of-Year Report. Due June 17, 2016.</i>
SMART Goal



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Summative Measure	Key Results from Summative Measure	Result- Indicate with a "X"	
		Exceeds	
		Meets	
		Progress Made	
		Not Progressing / Not Met	